

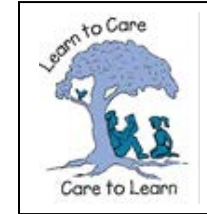


Medicine Hat Public School Division

*Developing Tomorrow's Citizens Through Improved
Learning, Living and Relationships*

Vincent Massey School

2017-18 School Learning Plan & Report



DISTRICT VISION: Developing tomorrow's citizens through improved learning, living and relationships.

DISTRICT MISSION: As a partner in the community, Medicine Hat School District #76 will create inclusive and innovative and inclusive learning environments.

PRINCIPAL: Sherri Hendricks

ADDRESS: 901 Hargrave Way NW

SCHOOL COUNCIL CHAIR: Ashley Williams

ENROLLMENT: 263

SCHOOL VISION: Learn to Care, Care to Learn

SCHOOL MISSION: Vincent Massey strives to create a secure and respectful learning community focusing on curricular excellence, meeting diverse needs, and fostering noble citizenship. While encouraging self-confidence and maximum student effort, we will assist those requiring additional intervention to achieve success. With strong home and school partnership, this favorable educational climate will support students in meeting their maximum potential while preparing them for a happy and successful life.

Statement of Responsibility

The staff of the Vincent Massey School accepts responsibility for providing an appropriate education for our students within the laws, regulations, policies and guidelines of Alberta Education and Medicine Hat Public School Division. Working with Alberta Education, the School Division, and the school community, the staff accepts this responsibility by developing and implementing the School Education Plan.

This plan will support, complement and supplement the Division's Education Plan and Alberta Education Goals. Through this collaborative planning the staff gives a commitment to achieving the goals of Medicine Hat Public School Division. The schools will have aligned their learning priorities to encompass the division goals and Alberta Education Outcomes. Both the school's Accountability Pillar Report and Achievement/Diploma Test analysis will be available on the school's website.

As per provincial requirements, the School Educational Plan has been posted on the school web-site.

School Council Chair _____
Date

School Principal _____
Date

Background

As a member of Medicine Hat Public School Division, Vincent Massey School aspires to use a robust Learning Plan and Assurance Model to better understand and utilize stakeholder feedback. While we are not yet part of the provincial assurance model project, we intend to imbed elements of the model into our current planning and reporting. This will mean that we will actively seek avenues for stakeholders to tell us how we are attending to our goals and priorities. One important part of an assurance model is deriving stakeholder feedback through insightful comments made by parents, staff, community members and students.

Vincent Massey School continuously gathers feedback from a variety of sources including students, parents, staff, the school division and the greater community. This past year our school also used an on-line assurance process called ThoughtExchange that enabled participants to read and rank responses based on three questions:

- What are some concerns you have about our school this year?
 - Communication sent home when there is an incident that disrupts learning.
 - Accountability Pillar results indicated the need for student voice in their learning and therefore we have created “Fine Arts Options” for grade 5/6 students. This as well linked to the Accountability Pillar results of preparing for work and in creating collaborative time for both teachers and cross-grade pairings.
- What are some things you appreciate about our school this year?
 - Our teachers are knowledgeable in their Program of Studies.
 - Accountability Pillar results indicate we are successful at providing a safe and caring environment.
- What are some other things you would like to say about our school this year?
 - There is a willingness of Vincent Massey staff to welcome the new Riverside students. In the 2016/17 school year the staff helped prepare for the transition.

Vincent Massey School’s Learning Plan & Assurance Report captures what we did well, where we need to improve, aspirations and expected results that we gathered throughout last year. We share this information with you in relation to our school learning priorities and in connection with our School Division’s four Universal Goals and Alberta Education’s five key Outcomes.

In time our reporting process will transition from the traditional school plan report format, to a learning plan that is supported by the lead indicators that we can collect in an assurance model. As we bridge to this model, our school will report and plan using the following structure:

Evidence of Strengths are highlighted as areas that are working well in Vincent Massey School. In our commitment to quality learning, we recognize that there will always be room for growth. We are proud of the strengths and accomplishments you have recognized in the work we do.

Opportunities to Identify Learning Targets or Instructional Focus are areas for growth or attention. As a school, we recognize these as areas in which we need to focus more attention and we see that these are also important to you.

- Provincial Achievement Test (PAT) analysis, Math Intervention Programming Instrument (MIPI) results, as well as Star Reading levels.
- Gathering data on numeracy strands and linking what we do well on and not well on to our teaching strategies.
- Use staff meetings and Collaborative Response Model (CRM) meetings to analyze results and share best practices.

What difference do we want to see? These are presented as priorities for a preferred future. Our stakeholders have shared a vision for where we need to go and what our world will look like when we've mastered our strengths and eliminated growth areas.

- By using our MIPI results twice a year we hope to validate our work in numeracy and see an increase in test results.
- We also aim to see an increase in literacy achievements through Star Reading and Fountas & Pinnell screens.
- There will be a variety of teaching strategies used to differentiated for the needs in each classroom.

How will we know we have had an Impact? Results capture expectations for measuring success. In other words, how will we know that we know we are successful?

- Use CRM data to indicate the number of students in tier 3 or 4 on the Pyramid of Intervention.
- Use anecdotal notes on student's attitudes and excitement towards school
- Use attendance data of student participation during cross-grade collaboration time
- Showcase learning of fine arts projects from grade 5/6 students

Medicine Hat Public School Division Four Universal Goals

Inclusive Mindset: Medicine Hat Public School Division is an inclusive education system. An inclusive education system is about ensuring that all students (regardless of ability or unique needs) get what they need when they need it. This may very well mean that there are students who need us to honour their needs through creating alternative settings when needed and for as long as needed. Critical to this approach is that the goal must ALWAYS be to include all students with their peers as often as possible. Using the programs of study as the framework for learning, every student is engaged in meaningful and authentic ways. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it.

Optimal Learning: The Optimal Learning Environment (OLE) model will serve as a target. Formal and informal school and system leaders will work to help all teachers achieve the potential described. The model will sit at the center of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model. We intend to incorporate the wisdom and

support of individuals like Dr. Jody Carrington in the design of the OLE and in the work we do to flesh out or responses to student need where the model is insufficient; understanding that creating classroom environments that support student mental health is critical. The OLE is not intended to usurp the Teaching Quality Standard. In fact, it is intended to describe what the TQS, fully implemented and supported, could manifest in the lives of children.

Culture of Wellness: Medicine Hat Public School Division is committed to Student and Adult Success and Well-Being. With the help of representatives of CUPE, our ATA Local and staff from across the jurisdiction, we will work to explore how SD76 can support our valued staff in caring for themselves. ASEBP and others are offering excellent support to us in helping the committee examine successful wellness initiatives that have been implemented elsewhere. Our focus will not only be on what staff might do on their own but also on what collective efforts could be undertaken. Partnerships with local service providers will be explored. We believe that this effort at supporting staff in self-care is an important piece of the wellness puzzle. Coupled with efforts to build more effective, collaborative structures, we will see improvement in our collective wellbeing.

Leadership: As an extension of the classroom, formal leadership needs to be treated as a teaching position with specific, legislated responsibilities and authority. We are working to break the myth (sometimes self-fulfilling) that one must give up being a teacher and instructional leader in order to take on formal leadership. Indeed, the management part of administration is the simple part. The greatest challenges and rewards come from the relational power that teacher-leaders bring to their work as instructional leaders. If we are successful, our program will help great teachers within our system choose administration; knowing they are continuing the important work they have started while working to broaden their professional influence and legacy.

Process for Gathering Feedback

Throughout the 2016-17 school year Vincent Massey School engaged parents in order to receive feedback in a number of ways including:

The **ThoughtExchange** process enabled participants to share their thoughts with the school community. These individual thoughts were then considered, responded to and evaluated to determine a level of confidence (assurance) in how well Vincent Massey School is doing in the achievement of our goals and priorities. These shared thoughts are formative assessments (as opposed to numerical measurements) that can be used to evaluate progress and plan for growth.

- 20 people participated in the Share step and shared 73 thoughts
- 53 people participated in the Star step and assigned 3538 stars
- A total of 64 people participated in Share or Star or both

Alberta Education Accountability Pillar Survey is given to all staff, parents of students in Grades 4. The Accountability Pillar survey data can be compared to division data as well as provincial measures. Please see our linked APORI Report.

- 7 staff participated
- Completed by 9 parents
- 35 students participated

Other

- Information nights
- Goal setting sessions
- Online data collection tools

Other Data collection

- Teacher participation in Power Teacher Pro

School Learning Priority #1		<i>We will improve our standard of excellence by focusing on our assessment and reporting of curriculum and instructional strategies.</i>	
District Universal Goals:		√	Alberta Education Outcome 1: Alberta Students are Successful
√	Inclusive Education	√	Alberta Education Outcome 2: Achievement gap between FNMI students is eliminated
√	Optimal Learning Environments	√	Alberta Education Outcome 3: Alberta's education system is inclusive
x	Culture of Wellness	√	Alberta Education Outcome 4: Alberta has excellent teachers, school & school authority leaders
√	Leadership		Alberta Education Outcome 5: The education system is well governed and managed.

- **Communication**-Really like that you are striving to keep up with technology and offer apps to connect parents with the classrooms. Parent/Guardian (Thought Exchange)

Evidence of our Strengths	
<ul style="list-style-type: none"> • Vincent Massey School continues to articulate a clear understanding of inclusion and communicate this to all stakeholders. • Classrooms are inclusive spaces, where all learners are respected, have access to the curriculum and appropriate supports. Teachers mindfully utilize differentiation in terms of engagement, representation and expression. • Vincent Massey School will contribute to a divisional understanding of school-specific strategies that promote inclusive education • According to the survey 89.9% of parents reported that Vincent Massey School is doing a great job or adequately addressing their child's physical, social and emotional needs; this would include students with all types of needs, gifts and challenges. • In the survey 92.9% of parents reported that their child is excited or comfortable coming to school everyday. 	

A.6 Citizenship Measure History: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Location	2013		2014		2015		2016		2017	
	N	%	N	%	N	%	N	%	N	%
ALBERTA	206,735	83.4	258,603	83.4	309,506	83.5	284,921	83.9	299,972	83.7
MHPSD	2169	78.7	2138	79.9	2242	83.1	2306	80.9	2289	79.2
SCHOOL	89	81.7	67	92.9	70	91.5	79	86.3	51	81.3

Opportunities to Identify Learning Targets or Instructional Focus

- Continue to improve staff understanding of creating appropriate Individual Student Plans that are living documents, with a focus on dynamic strategies to support student learning. CRM
- Increase use of specialist support from inside (Literacy & Math small groupings, OLC) and outside of the school (Speech & Language Pathologist, Occupational Therapist, Behavioural Specialist, Educational Psychologist, Mental Health supports, etc.)
- Diversification of classroom supports for students with challenges; there are financial considerations around the provision of some supports and strategies. (differentiated instructional practices, reflection, tech integration, small group instruction)
- Division I and II teachers will use verbs when curriculum mapping to identify gaps in our instructional strategies.
- Teachers will focus on using higher levels of questioning as well as formative and summative assessments. (at CRM our OLC shared levels of questions)
- Using our Social Media and newsletters make the connection obvious- Leadership, citizenship, connection to junior high and high school expectations)

What difference do we want to see?

- We would like to see more students achieving “excellence” on PAT results.
- Vincent Massey School aspires to be a nurturing environment that strives to provide positive, strength-based programming that respects the diversity and uniqueness of all students. We aspire to teach all students the strategies they need to be independent, successful, happy, well-rounded citizens. This encompasses all parts of the individual, mind, body and spirit.
- Through the offering of options that students get to choose engagement and risk taking is encouraged.

B.3 Safe and Caring Measure History: *Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.*

Location	2013		2014		2015		2016		2017	
	N	%	N	%	N	%	N	%	N	%
ALBERTA	206,648	89.0	258,297	89.1	309,172	89.2	284,589	89.5	299,627	89.5
MHPSD	2168	86.1	2137	86.6	2240	88.7	2306	87.2	2285	86.0
SCHOOL	89	80.8	67	87.0	70	91.3	79	82.5	51	84.0

How will we know we have had an Impact?

Success will be recognized as:

- A continuum of supports, services and environments is in place as reported through stakeholder engagement.
- Collaborative practices are the way in which learning occurs in Vincent Massey School as reported through survey and engagement processes.
- Administration and staff demonstrate a sense of confidence as reported through engagement measures.
- Parent satisfaction and confidence are reported through engagement measures (Survey & have discussions with School Council).
- After an incident debriefing with students and reinforcing that we are here to be safe. Giving students the opportunities to express themselves. (anecdotal)

School Learning Priority #2	<i>We will establish a collaborative culture in both students and teachers.</i>	
District Universal Goals:	√	Alberta Education Outcome 1: Alberta Students are Successful
√ Inclusive Education	√	Alberta Education Outcome 2: Achievement gap between FNMI students is eliminated
√ Optimal Learning Environments	√	Alberta Education Outcome 3: Alberta's education system is inclusive
√ Culture of Wellness	√	Alberta Education Outcome 4: Alberta has excellent teachers, school & school authority leaders
√ Leadership	√	Alberta Education Outcome 5: The education system is well governed and managed.

My experience with Vincent Massey has been a very good one. The teachers I've gotten to know are committed to student's learning and well-being. I have never felt hesitant to ask questions or discuss issues. This open-door attitude is enabled by good leadership and sincere dedication to learning. Parent/Guardian (Thought exchange)

Evidence of our Strengths
<ul style="list-style-type: none"> • Highly collaborative teaching teams establish strong supportive relationships to promote personalized learning for students. • Utilizing of promising assessment practices whereby feedback guides instruction; students learn to use feedback to improve. Parents are regularly communicated with regarding student progress. • Students are meaningfully involved in their own assessment and assist in developing clear criteria for achieving excellence. • Flexible teaching spaces enable staff to group students in ways that are most responsive to learning needs. • Students are encouraged to bring and use their personal technology devices into school to support and enhance learning in the digital age – teachers continuously work with students to develop skills in digital citizenship. • 92.9% of parents are very satisfied or satisfied with student safety and agree Vincent Massey ensures students are learning to care and respect others. • 89.9% of students, parents, and teachers are satisfied with the overall quality of education at Vincent Massey School. •
Opportunities to Identify Learning Targets or Instructional Focus
<ul style="list-style-type: none"> • Vincent Massey School will promote exemplars that capture the process of utilizing the Alberta Programs of Study through competencies as opposed to content. • Vincent School will explore, share and promote improvements to engage in literacy and numeracy teaching practices across curricula and for all students, Gr. 1-6. • Vincent School will support FNMI students using culturally relevant and responsive education practices and strategies where there is meaningful connection to the curriculum. • 79.4% of teachers and parents are satisfied with parental involvement in decisions about their child's education. This is a decline from 83.8% from the year before and the previous 3-year average of 87.9%. • 59.5% of parents are satisfied with the level to which the learning at Vincent Massey School connects their child with skills necessary to one day enter the workplace. This is a decrease from the previous 89.2% satisfied the year before. Our hope is to increase this with

the fine arts options and cross-grade collaborative time.

- We will continue to strive to improve results on Alberta Provincial Achievement Tests at the acceptable standard and the standard of excellence for all of our students in all subject areas.

What difference do we want to see?

- At Vincent Massey School we aspire to have a high level of parent and community engagement. We aspire to research, reveal and share technology processes to remove barriers to learning. We utilize best practices to guide professional learning to continue to improve instruction, assessment and student learning.

How will we know we have had an Impact?

Success will be recognized as:

- Our staff will engage in reflective practice on successes and changes
- Our staff will gain a better understanding of our school population through Collaborative Response Model meetings.
- Our staff are engaged in Professional Development and demonstrating promising instructional practices based on best practices.
- Parent satisfaction, engagement and confidence are reported through engagement measures.
- Assurance measures report that staff are able to demonstrate an understanding of innovative educational practices and their role in Medicine Hat Public School Division
- Assurance measures report that learning is personalized, authentic and supports student choice.
- School staff members are perceived, through assurance measures, as exemplifying confidence in technological literacy.
- Students are able to articulate what they are learning and where they are at in their learning process.

It's nice that the teachers seem to actually care about their students. They know their students more than just their test scores. They truly want to see them succeed for their sake and not class room averages. (parent/ thought exchange)

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Friendliness with staff-I really like coming into my sons school when teachers, EAs, janitors, after school care and secretary's all smile and welcome you and your child. (Parent/ Guardian, Thought exchange)